**Professional Learning Community Meeting Structure**

**Responsibilities** (Rotate for each meeting- including each teacher and principal)

1. Facilitator

**Before meeting:** send reminder to PLC member re: date, time, and necessary materials

**During meeting:** keep PLC moving forward through the protocol

1. Recorder

**During meeting**: completes PLC Documentation form, collects revised principal and teacher action plans, collects self-assessments from each PLC member, and records any notes PLC would like to keep internally

**After meeting:** sends completed PLC Documentation form to Shannon, including revised principal and teacher action plans and self-assessments

1. Timekeeper

**During meeting**: keeps group on time for their scheduled meeting time

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| **Meeting Segment** | **Process** | **Time** |
| Introduction | * Each person has an opportunity to switch gears and get ready to collaborate with peers. Any venting to allow educators to clear the air from the day’s frustrations is appropriate. * Participants agree on aims of the meeting and get ready to focus. * Revisit group norms. | 5-10 minutes |
| How’s It Going | Each participant gives a summary (sharing evidence) of what he or she has tried to achieve in the previous month, from their Action Plan and receives support from rest of group in taking his or her plan forward.  Prompts:   * How did it go? * Was it successful or unsuccessful? * What was formative about it?   If it was not successful:   * What do you think is getting in the way? * What help do you need to make this work? * How could this technique be modified to work for you?   If someone planned to try a technique but did not:   * Why haven’t you tried it yet? * What modifications to the technique might make it more appealing to try out? * What support would you need to try out this technique? | 30-50 minutes |

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| New Learning | Possible activities:   * Conduct a book study or reading an article  1. Discuss one of Wiliam’s five strategies and discuss what implementation would look like in your classroom. Resources include: *Advancing Formative Assessment in Every Classroom* by Connie Moss and Susan Brookhart and resources posted on the CRISP and SPECK8 wiki http://speck-8.wikispaces.com/ 2. Read one of the strategies in the Understanding or Environment chapter of Designing Effective Science Instruction and commit to implementation.  * Look at student work with a protocol * Work with colleagues to revise a learning progression * Brainstorm a solution for a teachers’ problem of practice | 25-40 minutes |
| Personal Action Planning | Revise and commit to changes in action plan. | 10-15 minutes |
| Review of meeting and reflection | * Review goal(s) of meeting and agree on topic for next meeting. * Commit to instructional actions for the next month, scheduling classroom observations (including pre-observation and post-observation meetings). * Reflect on your role in the PLC, using self-assessment for your role and commit to actions for the next meeting. * Recorder sends PLC Documentation form, revised action plans, and self-assessments to Shannon to ensure payment for PLC time. | 5-10 minutes |